



Woodland Elementary

1730 Gibb Shoals Rd.
Greer, SC 29650

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 1,094 Students | |
| Principal | Wanda G. Mote | 864-355-0400 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Dr. Keith Ray | 864-288-0476 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------------|
| 2008 | Good | Below Average |
| 2007 | Good | Good |
| 2006 | Good | Below Average |
| 2005 | Good | At-Risk |
| 2004 | Good | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

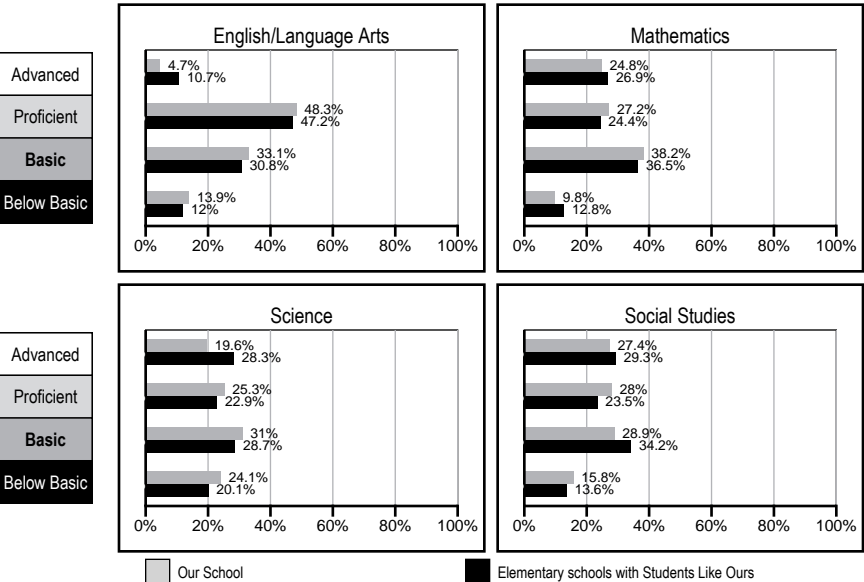
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 7 | 22 | 11 | 2 | 0 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=1,094) | | | | |
| First graders who attended full-day kindergarten | 88.0% | Down from 98.0% | 100.0% | 100.0% |
| Retention rate | 1.4% | Down from 2.9% | 1.5% | 2.3% |
| Attendance rate | 96.8% | Up from 96.6% | 96.8% | 96.3% |
| Eligible for gifted and talented | 15.1% | Down from 18.2% | 22.2% | 10.4% |
| With disabilities other than speech | 6.0% | Up from 3.8% | 6.3% | 7.5% |
| Older than usual for grade | 0.3% | Down from 0.8% | 0.2% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=64) | | | | |
| Teachers with advanced degrees | 54.7% | Up from 54.2% | 60.1% | 56.7% |
| Continuing contract teachers | 82.8% | Down from 86.4% | 79.1% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 89.2% | Down from 91.5% | 88.2% | 86.4% |
| Teacher attendance rate | 95.6% | Down from 95.9% | 95.1% | 94.9% |
| Average teacher salary | \$45,782 | Up 2.9% | \$47,187 | \$45,345 |
| Professional development days/teacher | 9.0 days | Down from 12.8 days | 12.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 11.0 | Up from 10.0 | 4.5 | 4.0 |
| Student-teacher ratio in core subjects | 20.7 to 1 | Up from 18.6 to 1 | 20.2 to 1 | 18.5 to 1 |
| Prime instructional time | 91.1% | Down from 91.2% | 90.5% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.2% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil* | \$5,140 | Up 6.1% | \$6,498 | \$7,052 |
| Percent of expenditures for instruction* | 74.0% | Up from 72.0% | 70.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 69.2% | Up from 67.8% | 65.5% | 64.2% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Woodland Elementary School serves 1094 students in grades Pre k-5th from a variety of cultural backgrounds. Our dedicated teaching staff is highly qualified as defined by NCLB. Twelve (12) teachers have earned National Board Certification, and forty-two (42) have Masters Degrees or higher. To better meet the unique and diverse needs of our students, our teachers continually seek new strategies and methods based in Best Practices research to utilize in their instructional program. Intensive staff development is provided in targeted areas to equip teachers with exemplary teaching practices. One area of focus this year has been Differentiated Instructional Strategies.

We continue to explore ways to involve our parents more in the education of their children. As a result of a grant provided by a local community agency, we were able to provide a series of parenting workshops for our Hispanic parents. We were also able to provide after school Spanish classes for interested families in the fall and spring semesters.

Available data from a variety of sources is analyzed regularly to monitor student progress. Many teachers worked with individual students to set goals and monitor individual progress on a regular basis. We continued the implementation of MAP (Measures of Academic Performance) to drive instructional decisions and groupings. Our Before School Program (Morning Master Minds) was again available to targeted students. Participation was based on individual PACT scores.

Woodland is fortunate to have many caring and involved parents. Our PTA and SIC support our programs and efforts by recruiting volunteers and generating needed financial support. Through their efforts, we are better able to face the challenges and embrace the opportunities in our community. It is our shared vision and belief that every child can achieve to their greatest potential if provided opportunities, proper support, encouragement, and love. We are committed to that end.

Wanda Mote, Principal
Stefanie Moseley, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 61 | 145 | 105 |
| Percent satisfied with learning environment | 98.3% | 91.0% | 92.3% |
| Percent satisfied with social and physical environment | 100.0% | 88.8% | 89.5% |
| Percent satisfied with school-home relations | 100.0% | 94.4% | 81.9% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 25 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.9% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.8% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|--------------|-----|------|----|------|------|-----|------|------|------|-----|-----|
| All Students | 536 | 98.5 | 13 | 33.5 | 48.8 | 4.8 | 65.3 | 52.4 | 48.2 | Yes | Yes |
|--------------|-----|------|----|------|------|-----|------|------|------|-----|-----|

Gender

| | | | | | | | | | | | |
|------|-----|------|------|------|----|-----|------|------|------|-----|-----|
| Male | 274 | 98.2 | 12.8 | 33.7 | 51 | 2.5 | 63.8 | 46.1 | 41.7 | N/A | N/A |
|------|-----|------|------|------|----|-----|------|------|------|-----|-----|

| | | | | | | | | | | | |
|--------|-----|------|------|------|------|-----|------|------|----|-----|-----|
| Female | 262 | 98.9 | 13.3 | 33.2 | 46.5 | 7.1 | 66.8 | 59.1 | 55 | N/A | N/A |
|--------|-----|------|------|------|------|-----|------|------|----|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|-----|------|-----|------|------|-----|------|------|----|-----|-----|
| White | 357 | 99.2 | 7.5 | 28.6 | 58.1 | 5.7 | 75.6 | 62.3 | 60 | Yes | Yes |
|-------|-----|------|-----|------|------|-----|------|------|----|-----|-----|

| | | | | | | | | | | | |
|------------------|----|-----|------|------|------|-----|----|------|------|-----|-----|
| African American | 69 | 100 | 28.3 | 41.7 | 28.3 | 1.7 | 45 | 31.7 | 31.7 | Yes | Yes |
|------------------|----|-----|------|------|------|-----|----|------|------|-----|-----|

| | | | | | | | | | | | |
|------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Asian/Pacific Islander | 12 | 100 | 11.1 | 44.4 | 22.2 | 22.2 | 55.6 | 74.9 | 70.4 | I/S | I/S |
|------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | | |
|----------|----|------|----|------|----|-----|------|------|------|----|-----|
| Hispanic | 85 | 94.1 | 25 | 48.6 | 25 | 1.4 | 36.1 | 36.7 | 38.4 | No | Yes |
|----------|----|------|----|------|----|-----|------|------|------|----|-----|

| | | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 58.7 | 47 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|----|-----|-----|

Disability Status

| | | | | | | | | | | | |
|----------|----|------|------|----|------|-----|------|------|----|----|-----|
| Disabled | 59 | 98.3 | 39.6 | 17 | 39.6 | 3.8 | 49.1 | 20.3 | 16 | No | Yes |
|----------|----|------|------|----|------|-----|------|------|----|----|-----|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 25 | 38.1 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|----|------|----|------|------|-----|------|------|------|----|-----|
| Limited English Proficient | 90 | 95.6 | 25 | 46.3 | 26.3 | 2.5 | 36.3 | 36.1 | 36.9 | No | Yes |
|----------------------------|----|------|----|------|------|-----|------|------|------|----|-----|

Socio-Economic Status

| | | | | | | | | | | | |
|----------------|-----|------|------|------|------|---|------|------|----|-----|-----|
| Subsided meals | 159 | 96.9 | 23.3 | 49.6 | 27.1 | 0 | 42.1 | 34.3 | 34 | Yes | Yes |
|----------------|-----|------|------|------|------|---|------|------|----|-----|-----|

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 535 | 100 | 9.6 | 38.2 | 27.4 | 24.7 | 67.3 | 49.5 | 45.8 | Yes | Yes |
|--------------|-----|-----|-----|------|------|------|------|------|------|-----|-----|

Gender

| | | | | | | | | | | | |
|------|-----|-----|------|------|----|------|------|------|------|-----|-----|
| Male | 274 | 100 | 10.1 | 33.6 | 30 | 26.3 | 72.1 | 49.9 | 45.6 | N/A | N/A |
|------|-----|-----|------|------|----|------|------|------|------|-----|-----|

| | | | | | | | | | | | |
|--------|-----|-----|-----|----|------|------|------|----|------|-----|-----|
| Female | 261 | 100 | 9.1 | 43 | 24.8 | 23.1 | 62.4 | 49 | 45.9 | N/A | N/A |
|--------|-----|-----|-----|----|------|------|------|----|------|-----|-----|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|-----|-----|-----|------|------|----|------|------|----|-----|-----|
| White | 356 | 100 | 3.6 | 32.6 | 31.7 | 32 | 78.1 | 59.4 | 59 | Yes | Yes |
|-------|-----|-----|-----|------|------|----|------|------|----|-----|-----|

| | | | | | | | | | | | |
|------------------|----|-----|----|----|----|---|------|------|------|-----|-----|
| African American | 69 | 100 | 25 | 55 | 15 | 5 | 36.7 | 27.2 | 26.9 | Yes | Yes |
|------------------|----|-----|----|----|----|---|------|------|------|-----|-----|

| | | | | | | | | | | | |
|------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|
| Asian/Pacific Islander | 12 | 100 | 11.1 | 44.4 | 22.2 | 22.2 | 66.7 | 75.3 | 71.3 | I/S | I/S |
|------------------------|----|-----|------|------|------|------|------|------|------|-----|-----|

| | | | | | | | | | | | |
|----------|----|-----|------|------|------|-----|------|------|------|-----|-----|
| Hispanic | 85 | 100 | 22.7 | 49.3 | 18.7 | 9.3 | 42.7 | 37.4 | 38.1 | Yes | Yes |
|----------|----|-----|------|------|------|-----|------|------|------|-----|-----|

| | | | | | | | | | | | |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 52.4 | 46.2 | I/S | I/S |
|-------------------------|---|-----|-----|-----|-----|-----|-----|------|------|-----|-----|

Disability Status

| | | | | | | | | | | | |
|----------|----|-----|------|------|------|------|----|------|------|----|-----|
| Disabled | 59 | 100 | 33.3 | 35.2 | 14.8 | 16.7 | 50 | 20.1 | 17.1 | No | Yes |
|----------|----|-----|------|------|------|------|----|------|------|----|-----|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 30 | 32.5 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|----|-----|------|----|------|----|------|------|------|-----|-----|
| Limited English Proficient | 90 | 100 | 21.7 | 47 | 19.3 | 12 | 48.2 | 38.4 | 38.7 | Yes | Yes |
|----------------------------|----|-----|------|----|------|----|------|------|------|-----|-----|

Socio-Economic Status

| | | | | | | | | | | | |
|----------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| Subsided meals | 158 | 100 | 19.9 | 55.1 | 20.6 | 4.4 | 39.7 | 32.2 | 31.4 | Yes | Yes |
|----------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 361 | 99.7 | 24 | 31.1 | 25.1 | 19.8 | 44.9 | 39.3 | 35.7 | 96.8 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 188 | 99.5 | 18.6 | 33.7 | 26.2 | 21.5 | 47.7 | 41.6 | 37.4 | 96.9 | 96.4 |
| Female | 173 | 100 | 29.6 | 28.4 | 24.1 | 17.9 | 42 | 36.9 | 33.8 | 96.7 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 240 | 100 | 9.7 | 33.2 | 31.4 | 25.7 | 57.1 | 49.7 | 49.2 | 96.9 | 96.4 |
| African American | 47 | 97.9 | 61.9 | 21.4 | 11.9 | 4.8 | 16.7 | 18.2 | 17 | 96.6 | 96.4 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | I/S | 60.9 | 58 | 97.8 | 97.7 |
| Hispanic | 60 | 100 | 51.9 | 33.3 | 11.1 | 3.7 | 14.8 | 23.7 | 24.9 | 96.6 | 96.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.2 | 37.4 | 93.3 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 34 | 100 | 36.4 | 39.4 | 12.1 | 12.1 | 24.2 | 16.3 | 14 | 96.1 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 20 | 21.9 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 62 | 100 | 48.3 | 36.2 | 12.1 | 3.4 | 15.5 | 22.6 | 24.4 | 96.8 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 112 | 99.1 | 44.4 | 38.4 | 11.1 | 6.1 | 17.2 | 21.3 | 21.1 | 96.3 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 357 | 99.2 | 15.5 | 29 | 28 | 27.4 | 55.5 | 38.1 | 34 | 96.8 | 96.5 |
| Gender | | | | | | | | | | | |
| Male | 181 | 98.9 | 10.4 | 23.3 | 32.5 | 33.7 | 66.3 | 41 | 36.6 | 96.9 | 96.4 |
| Female | 176 | 99.4 | 20.6 | 34.5 | 23.6 | 21.2 | 44.8 | 35 | 31.3 | 96.7 | 96.6 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 241 | 100 | 8.5 | 26.3 | 31.3 | 33.9 | 65.2 | 46.1 | 44.5 | 96.9 | 96.4 |
| African American | 43 | 97.7 | 41 | 35.9 | 20.5 | 2.6 | 23.1 | 20.5 | 19.1 | 96.6 | 96.4 |
| Asian/Pacific Islander | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 60.2 | 58.9 | 97.8 | 97.7 |
| Hispanic | 56 | 96.4 | 27.5 | 33.3 | 19.6 | 19.6 | 39.2 | 27.7 | 27.5 | 96.6 | 96.9 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 32.7 | 93.3 | 95.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 40 | 100 | 36.1 | 16.7 | 22.2 | 25 | 47.2 | 17.1 | 14.4 | 96.1 | 95.5 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 28.6 | 22.6 | N/A | 96.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 60 | 96.7 | 27.3 | 36.4 | 21.8 | 14.5 | 36.4 | 27.6 | 27.3 | 96.8 | 97.2 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 109 | 98.2 | 30.6 | 41.8 | 18.4 | 9.2 | 27.6 | 22.8 | 21 | 96.3 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 159 | 100 | 14.2 | 27.7 | 54.1 | 4.1 | 58.1 |
| | 4 | 160 | 99.4 | 10.3 | 37 | 48.6 | 4.1 | 52.7 |
| | 5 | 146 | 100 | 18.8 | 40.6 | 39.1 | 1.4 | 40.6 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 192 | 99 | 8.2 | 18.8 | 64.7 | 8.2 | 72.9 |
| | 4 | 185 | 97.3 | 17 | 37.4 | 42.7 | 2.9 | 45.6 |
| | 5 | 159 | 99.4 | 14 | 46.2 | 37.1 | 2.8 | 39.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 159 | 100 | 13.5 | 46.6 | 26.4 | 13.5 | 39.9 |
| | 4 | 160 | 100 | 15 | 28.6 | 25.9 | 30.6 | 56.5 |
| | 5 | 146 | 100 | 13 | 41.3 | 23.2 | 22.5 | 45.7 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 191 | 100 | 8.8 | 44.4 | 22.2 | 24.6 | 46.8 |
| | 4 | 185 | 100 | 12.6 | 36.6 | 28.6 | 22.3 | 50.9 |
| | 5 | 159 | 100 | 7 | 32.9 | 32.2 | 28 | 60.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 79 | 100 | 29.3 | 36 | 29.3 | 5.3 | 34.7 |
| | 4 | 160 | 100 | 26.5 | 31.3 | 25.2 | 17 | 42.2 |
| | 5 | 73 | 100 | 31.9 | 29 | 14.5 | 24.6 | 39.1 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 95 | 100 | 18.4 | 28.7 | 40.2 | 12.6 | 52.9 |
| | 4 | 185 | 100 | 27.4 | 31.4 | 20 | 21.1 | 41.1 |
| | 5 | 81 | 98.8 | 22.2 | 33.3 | 19.4 | 25 | 44.4 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 80 | 100 | 11 | 47.9 | 26 | 15.1 | 41.1 |
| | 4 | 160 | 100 | 19 | 40.8 | 28.6 | 11.6 | 40.1 |
| | 5 | 73 | 100 | 21.4 | 35.7 | 22.9 | 20 | 42.9 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 95 | 99 | 10.8 | 21.7 | 37.3 | 30.1 | 67.5 |
| | 4 | 185 | 99.5 | 16.7 | 32.8 | 24.7 | 25.9 | 50.6 |
| | 5 | 77 | 98.7 | 18.3 | 28.2 | 25.4 | 28.2 | 53.5 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample